California Department of Education
ADVANCED PLACEMENT CHALLENGE GRANT (APCG)
SECOND-YEAR PERFORMANCE REPORT
Fiscal Year 01-02

Performance Report due June 28, 2002.

Mail signed ORIGINAL and Four copies To:	California Department of Education Intersegmental Relations 830 S Street Sacramento, CA 95814	Attention: Eva Schrepel Office Phone: (916) 323-5146

School District		Name of Superintendent	
School Name		Name of Contact	
CDS Code		Title of Contact	
Mailing Address		Contact E-mail	
		Contact Phone: ( ) - Fax ( ) -	
City	CA Zip		

Building Capacity	**AP Courses to Include Math and Science**

All APCG grant recipients are required to have a minimum of four AP courses, including Math and Science, by 2001.

1. Does your school provide four or more AP classes? Yes No

2. If yes, do these courses include Math and Science? Yes No

3. Which classes were taught? (attach a list if necessary)

4. If no Math and Science courses were taught, explain why and identify the plans to offer Math and Science courses during 2002 and 2003.

5. Describe how the University of California College Preparation Program (UCCP) and technology are used by the school and have increased access to AP courses for students. Identify the AP online courses, through UCCP, that were offered.

6. Did your school have either an increase of 50% or more in the number of pupils enrolled in each AP course taking the AP exams or a 10% increase in the number of AP test takers in each course from the previous year, whichever was greater? Yes No

Student Support	**All APCG grant recipients are to provide support systems to students.**

1. Does your school provide Advancement Via Individual Determination (AVID)? Yes No

2. If not, specify what you are doing and how your student support services are providing a comparable level of support to promote greater access.

3. If yes, at what grade level do students access the support system?

4. What percentage of AP students use these support systems?

5. Will all of your feeder middle schools, pre-AP academic preparation, and middle school support services such as AVID, be in place by the 2003 — 2004 school year? Yes No

A Performance Report must be completed by each school participating in the APCG program. The Performance Report must be signed by the principal of each school. The original and four copies of each must be sent to the CDE from the District by June 28, 2002.

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Access and Equity	**One of the primary purposes of the APCG grant is to open access to AP classes to those students who would not traditionally be enrolled in rigorous courses.**

1. Are all students and their parents or guardians advised of the availability of AP courses, the prerequisites for preparation, and the availability of the AP test fee subsidies for disadvantaged students in 2001–2002?   Yes   No

2. How many individual students (unduplicated count) were enrolled in AP in 2001-02? _____

3. On average, how many courses did each student take? _____

4. Please provide your best estimate regarding the ethnicity of these students in 2000-01 and 2001-02 school year.

Race/Ethnicity of Enrolled Students	2000-01	2001-02	Race/Ethnicity of Enrolled Students	2000-01	2001-02
African American, not Hispanic			Hispanic or Latino		
American Indian or Alaska Native			Pacific Islander		
Asian			White (non-Hispanic)		
Filipino			Other		

5. How are you encouraging all groups to have access to AP courses and their pre-requisites?

_____

_____

_____

6. What is your estimate of the percentage of students enrolled in AP courses who are receiving free or reduced priced lunches or whose parents do not have a high school diploma (socio-economically disadvantaged)? _____ Percent

Vertical Teams and Articulation

1. Were Vertical Teams and other collaborative activities to promote articulated curriculum, early student re-   Yes   No
cruitment and preparation between feeder middle schools and your APCG high schools occurring in the 2001-02 year?

2. Please provide specifics such as number of meetings, frequency, who attended, topics, etc.

_____

_____

3. How has this process supported access and prepared students to take AP classes upon entering high school? _____

_____

4. Describe your efforts to train and support Vertical Teams of teachers from all feeder middle schools and APCG high schools.

_____

_____

Professional Development

1. Does the school have a teacher participation professional development program for your AP teachers?   Yes   No

2. Describe the professional development activities that teachers participated in that strengthen their academic preparation so that they can meet the challenges of the new AP classes, courses, and activities. _____

_____

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Assessment and Student Access

1. Please check any of the following if they are required for admissions to AP courses:
   Check all that apply.

	Completion of pre-requisite course or courses
	Minimum grade in a pre-requisite course
	Minimum grade point average
	Minimum score on an exam
	Favorable teacher or counselor recommendation
	Successful completion of a summer/intercession project prior to the beginning of the AP course
	Other (please specify)
	None of the above; AP courses are open to any student who wants to enroll

Feeder Middle Schools and Pre-AP

Feeder middle schools, pre-AP, and student support services must be implemented by the 2003-2004 school year.

Statement of Assurances

- Each student at a qualifying school participating in the Advanced Placement Challenge Grant (APCG) program will have access to a minimum of four AP courses per track in core curriculum areas by the 2000-2002 academic year, including mathematics and science.

- Pupils, parents, and guardians will be informed about the school's effort to provide access to AP courses and the availability of State funds to cover the costs of AP examination fees.

- Funds received under this program will only be used to pay AP program activities and the implementation of a comprehensive program that encourages participation of a diverse student population, academic excellence, and builds pre-AP infrastructure and capacity.

- The California Department of Education (CDE) will be informed in writing of changes in the contact person or other proposed conditions of the grant, subject to CDE approval.

- Local Educational Agency (LEA) certifies the accuracy and currency of each of their school's qualifying status as listed by funding priority in their application.

Note:
A Performance Report must be completed by each school funded by the APCG program and submitted by the District. The final report must then be signed by the high school principal. If additional space is needed to answer any of the questions, please use an attachment. Be sure that the questions are clearly identified by the topic and number corresponding to the topic. The final submission to CDE by the District should include the original, plus four copies for each school.

I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of AP funds and that to the best of my knowledge the information herein is accurate and complete.

Printed Name of High School Principal	Phone
Signature of High School Principal	Date